

Our Story

School Improvement Process:

Beginning in 2011, Allen Consolidated School changed the format for staff in-service days. Staff in-service time went from fragmented time during specific days in which little was accomplished to full day data retreats that coincided with fall, winter, and spring benchmark assessments. Assessments given over the last ten years have changed or been modified but the process that was established in 2011 continues to drive school improvement for Allen Consolidated Schools. The move to full day in-services gives opportunities for meaningful discussions, planning and reflection based off data for all teachers. With ongoing reflection since 2011 the school improvement team believes this process continues to be successful for our teachers, our students, our school, and our community.

In-service day/data days:

Mornings:

- staff meeting (all teachers)
- Data Review of MAPs testing (all teachers) Non-core teachers join core teachers to review student data. We all have the same students.
- During the data meetings administration focuses on 3-4 MAPs reports and goes over the meaning of the scores, how the students did, and why the report is useful.
- During the whole group discussion teachers are looking at their classroom or grade level scores.
- Teachers are then given the task of developing 2-3 things that they will do differently based on the data that they have looked at during the meeting.

Afternoon:

- Data Review of Aims Web Scores. (Elementary teachers)
- Administration, title 1 teacher and grade level teachers K-6 meet and look at individual students and do a triangulation of data.
- Triangulation included MAPs data, AIMS web data, and teacher observation.
- If students are struggling in two out of the three areas (and they are not special education students) they are placed in the intervention program.
- SIP team meets to discuss goals and process.

Results of the day:

This process is driven by data. All teachers are involved the collection as well as the analysis of the data. Teachers review the data of their students and they modify what they are doing individually in the classroom as a result of that data. Teachers are held accountable in two ways. The first is by feedback given in the form of things teachers are going to do differently after the in-service day. The second is through lesson plans and curriculum mapping. Teachers are allowed a choice of using the common lesson plan template that was developed by the teachers and administration or meeting every three weeks though out the school year to discuss curriculum mapping in their classroom. Lesson plans are centered on identifying standards that are being taught in the classroom, how they are being taught, and how they are being assessed. Curriculum mapping discussions are ongoing and focus on that same information.

2011-2016 Results/ Focus:

Goal #1: Students will improve math skills in grades K-12

Goal #2: Students will improve writing skills in grades K-12

Action Steps

- Saxon Math implementation K-12
- Intervention time and researched based instruction
- Writing fundamentals class
- Build Your Own Curriculum (BYOC)
- John Baylor Test Prep
- Tier II support for students identified as needing help.

Staff Development Activities for Action Steps

- Build Your Own Curriculum (BYOC) training provided to math and language arts teachers by ESU 1.
- MAPs training provided by ESU 1.
- AIMs web training provided by ESU 1.
- Saxon Math training provided by Pearson.
- NNNC writing training provided by ESU 1, 2,7, 8, and 17.
- Check for Learning training provided by ESU 1.
- APL strategies training provided by ESU 1.

2016-2021 Results/ Focus:

Goal #1: Students will show growth on assessments given to them throughout the school year as a result of high-quality instruction and evidence-based interventions.

Goal #2: Educational and career readiness opportunities for all students will be increased.

Action Steps

- Intervention development—IXL, Rewards, EIR, Read Naturally, Sumdog,
- MTSS implementation Kindergarten through sixth grade.
- Staff-Student Mentoring program
- Increase high school involvement in college and coursework and internship opportunities.
- Adoption of Kessler Science
- Adoption of Into Literature
- Curriculum Mapping Procedures

Staff Development Activities for Action Steps

- Aims Web training by ESU#1
- MAPs training by ESU #1
- MTSS consortium
- APL training for New Teachers
- EIR and Rewards training at ESU #1
- Curriculum Review with staff and mapping process
- Constant Data Review during in-service days.